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August 15, 2007

MEMORANDUM

TO: Legislative Education Study Committee

FR: Kathleen Forrer *K.F.*

**RE: STAFF REPORT: EARLY CHILDHOOD EDUCATION: NEW MEXICO PREK
EXTERNAL PROGRAM EVALUATION**

On June 15, 2005, the Office of Education Accountability (OEA) issued a request for proposals (RFP) for a "comprehensive program evaluation" of New Mexico PreK to be based on an assessment of the following components:

- the growth and progress of individual children measured by developmentally appropriate assessment methods and instruments, including Get It Got It Go!;
- a review and analysis of individual programs using a statewide perspective for findings such as trends, continuity across programs and consistency with research-based practice; and
- the success of the New Mexico PreK initiative in meeting its purposes of:
 - increasing access to voluntary high-quality pre-kindergarten programs;
 - providing developmentally appropriate activities for New Mexico children;
 - expanding early childhood community capacity;
 - supporting linguistically and culturally appropriate curriculum; and
 - focusing on school readiness.

The RFP included an option of renewing the initial contract on an annual basis for up to three additional years.

In fall 2005, the state selected the National Institute for Early Education Research (NIEER) at Rutgers University to conduct an external, statewide evaluation of New Mexico's PreK program. In order to assess all aspects of the program, NIEER partnered with the Early Intervention Research Institute (EIRI) at Utah State University; EIRI was tasked with conducting an economic impact analysis of New Mexico PreK and with overseeing the collection of classroom observation and child outcome data.

New Mexico PreK

Progress Report

- The *Pre-Kindergarten Act* creates two non-reverting funds: the Public Pre-kindergarten Fund, administered by the Public Education Department (PED), and the Children, Youth and Families Pre-kindergarten Fund, administered by the Children Youth and Families Department (CYFD). Both funds consist of appropriations to the fund, income from fund investments, gifts, grants, and donations. Up to 10 percent of the money in each fund may be used for administrative expenses by the respective department.
- When the *Pre-Kindergarten Act* was passed by the 2005 Legislature, it contained a temporary clause requiring that any money appropriated for pre-kindergarten programs in FY 05 through FY 07 be divided equally between PED and CYFD. Although that temporary clause has now expired, the 2007 Legislature continued to appropriate the same amount of funding to each department for expenditure in FY 08.
- In total, the Legislature has appropriated \$28.4 million in General Fund revenue to implement New Mexico PreK in FY 06, FY 07, and FY 08:
 - The 2005 Legislature appropriated a total of \$4.95 million: \$4.0 million, which was equally divided between CYFD and PED, for a pre-kindergarten pilot program; and \$950,000 to the Department of Finance and Administration (DFA) for pre-kindergarten services.
 - The 2006 Legislature appropriated a total of \$9.5 million: \$4.0 million each to CYFD and PED (\$3,995,800 after "sanding") for the pre-kindergarten program and an additional \$1.5 million to PED for "one-time pre-kindergarten start-up costs for developmentally appropriate equipment and classroom safety improvements." (In addition to the \$9.5 million in General Fund revenue, the 2006 Legislature also appropriated \$4.0 million in severance tax bond receipts "to plan, design, construct, equip and furnish pre-kindergarten classrooms statewide.")
 - The 2007 Legislature appropriated a total of \$14.0 million for pre-kindergarten: \$5.0 million each to CYFD and PED in the *General Appropriation Act of 2007* and an additional \$2.0 million each to CYFD and PED in "HB 2 Junior." Although there was no separate appropriation for start-up costs, as there had been the previous year, CYFD and PED set aside \$500,000 each to provide start-up grants. (See Attachment for a list of approved programs for FY 08, including the number of children funded and the amount of funding designated for program, start-up, and transportation costs.)

- Pre-kindergarten service providers receive reimbursement on a per-child basis. As allowed by the act, CYFD and PED have specified that the funds must be used to supplement—not supplant—pre-kindergarten services existing at the time that the contract to provide New Mexico PreK services becomes effective. The reimbursement rates for the first three years of the program are:
 - FY 06 – \$2,278.81 for each child receiving 540 hours of developmentally appropriate activities;
 - FY 07 – \$2,649.93 (\$2,479.93 per child per 540 hours of service plus an additional \$170 per child for instructional materials); and
 - FY 08 – \$2,714.95 (\$2,624.95 per child per 540 hours of service plus an additional \$90 per child for instructional materials).
- PED and CYFD have provided the following draft FY 08 operating budget for New Mexico PreK:

FY08 PreK Budget

4/10/2007

		FY08		
	Children in PreK (FY06 ~1,500)	3,570		
	Per Child Reimbursement Rate	\$2,624.95 *		
			PED FY08	CYFD FY08
Per child reimbursement	\$9,370,757		\$4,685,378	\$4,685,378
Technical Assistance and Professional Development	\$1,835,600		\$917,800	\$917,800
Performance Measures, Evaluation, Data Tracking (NIEER)	\$247,000			\$247,000
PreK Learning Materials/Consumables	\$327,976		\$163,988	\$163,988
Transportation	\$561,600		\$280,800	\$280,800
Administration	\$655,953		\$327,976	\$327,976
SUB TOTAL	\$12,998,886		\$6,375,943	\$6,375,943
Program Start-up/Safety	\$1,000,000		\$500,000	\$500,000
TOTAL	\$13,998,886 **		\$6,875,943	\$6,875,943
			\$247,000	\$247,000

FY 08 Technical Assistance and Professional Development	
Y.W.C.A. - Mentoring, Technical Assistance and PD	\$1,135,600
T.E.A.C.H. - Scholarships	\$400,000
UNM Continuing Education - Database, Web	\$250,000
NMSU - Online BA/MA Courses	\$50,000
	\$1,835,600

*based upon a unit value of \$3,645.77

**includes appropriations from HB2 and SB611

External Evaluation

The first NIEER report, *Child and Classroom Findings from the First Year of the New Mexico PreK Initiative*, was presented to the Legislative Education Study Committee (LESC) in December 2006 by Dr. Jason T. Hustedt, Assistant Research Professor, NIEER. Explaining that because of the newness of the program, this first report was only a snapshot of how children were performing in the spring of 2006 rather than a comparison between children who had completed the program and those who were just entering the program, Dr. Hustedt reviewed the results from the variety of assessments administered during spring 2006, noting that for the sample of children tested:

- the mean standard score on the Peabody Picture Vocabulary Test, 3rd Edition, was 89.30 compared to a mean standard score of 100 for the test;
- the mean standard score on the Woodcock-Johnson Tests of Achievement, 3rd Edition, Subtest 10 (math skills), was 94.89 compared to a mean standard score of 100 for the test;
- the mean score on the Preschool Comprehensive Test of Phonological and Print Processing (Pre-CTOPPP) was 58.75; and
- there had been consistent improvement in the various skills measured by *Get it Got it Go!*

Dr. Hustedt also discussed the results of another set of measures that are indicative of the classroom environment: the Early Childhood Environment Rating Scale-Revised (ECERS-R), which measures overall classroom quality; the Support for Early Literacy Assessment (SELA), which provides information on classroom practices that support children's early language and literacy skills; and the Preschool Classroom Mathematics Inventory (PCMI), which focuses on the materials and methods used in preschool classrooms to support and enhance children's math skills. With respect to these measures, he noted that:

- the mean score on the ECERS-R was 4.88 out of a possible 7 (a score of 5 indicates good quality);
- the mean SELA score was 3.23 out of a possible 5 (a score of 3 indicates fair/mediocre quality); and
- the mean PCMI score was 2.30 out of a possible 5, an indication of limited quality.

At the conclusion of Dr. Hustedt's presentation, the committee heard from Dr. Jack Tweedie, Group Director, Children and Families Program, National Conference of State Legislatures (NCSL), who suggested that in order to make sound policy decisions, legislators needed disaggregated data regarding New Mexico PreK, including a comparison of the achievement level of students in PED-approved programs to that of students in CYFD-approved programs.

The study presented to the committee at this meeting answers some of the questions raised in December through a comparison of the achievement level of children who are just entering pre-kindergarten with the achievement level of children who have completed the pre-kindergarten program and are just entering kindergarten. Using a statistical methodology called regression-discontinuity design (RDD), the researchers are able to approximate an experimental design in which one group of children would receive treatment (pre-kindergarten) and one group would not. In addition, because New Mexico PreK is a program targeted at children in poverty, the use of RDD allows the researchers to make the comparison between groups of children who are basically alike in terms of background. In other words, the comparison is "apples to apples." The methodology is sound and strongly supported by other research. In addition, the study is replicable. The one question that the study does not attempt to answer is the one asked by the committee and Dr. Tweedie in December: Are there any significant differences between programs approved by PED and programs approved by CYFD?

Finally, as of August 11, 2007, EIRI's website contained the following statement:

In collaboration with Rutgers University, EIRI is currently conducting an economic impact analysis of New Mexico's PreK services initiative for four year olds served in the state. EIRI staff are also overseeing the collection of classroom observation and child outcome data. Specifically, EIRI completed a cost analysis of 11 PreK programs during year 1 of the study as well as a thorough description of the community contextual characteristics, and qualitative evaluation via focus groups with providers and families.

When asked by LESC staff, the Education Policy Advisor for the Governor explained that he expected the economic impact report to be available in December 2007.

What the Research Says

“Over the past decade, investing in early learning programs for young children – especially at the pre-K and early elementary levels – has emerged as a central strategy in states’ efforts to improve educational achievement and opportunity. This trend has been fueled by strong public support and a steady stream of research findings on the influence of the first few years of life on cognitive and emotional development, social adjustment, health and economic self-sufficiency.”
(*Emerging Issues 2006*, ECS Policy Brief: Early Learning)

- As summarized by *Framework for Preschool Continuum*, “Thirty years of research conclusively correlates quality early education with greater success in school and in work.” The Pew Charitable Trusts adds, “For every dollar states invest in pre-kindergarten, they save between four and eight dollars in future costs of remedial classes, special education, welfare and expenses associated with juvenile crime.”
- During testimony in the 1998 interim, the LESC learned about the findings of brain research and their implications for early childhood education (ECE). Research since then has confirmed what the committee learned at that time, as illustrated in this summary from a report in September 2004 by the GAO:

Between the first day of life and the first day of kindergarten, development proceeds at a pace exceeding that of any subsequent stage of life. Children from birth to age five engage in making sense of the world on many levels: language, human interactions, counting and quantification, spatial reasoning, physical causality, problem solving, and categorization.

- And the brain research is continuing. The Santa Fe Institute is currently collaborating with universities in other states in a five-year longitudinal study to determine even more particularly how children learn. The ultimate goal is that this research will lead to redesigned “teaching protocols” that will make ECE even more effective.
- Research since 1998 has also confirmed the pedagogical benefits of ECE and added certain new dimensions to the discussion:
 - A recent study of preschool in California suggests that participation in preschool “may close as much as half of the gap in children’s developmental proficiencies among socio-economic and ethnic groups, a disparity that is firmly established at

entry to kindergarten.” The New Mexico Public Education Department also recognizes the connection between ECE and the achievement gap.

- Even so, the need is not confined to poor families. According to the Trust for Early Education, nearly half of the children who do not know the alphabet as they enter kindergarten come from middle class or higher class families. Such circumstances have led to a debate over universal versus targeted preschool programs. As summarized by NIEER:

While targeted programs traditionally have lower costs, universal programs are more effective at reaching all targeted children. And while the academic achievement gap is most dramatic between children in poverty and those with the most resources, school readiness is not just a problem of the poor. School readiness for the majority of children can improve with better preschool children.

- In November 2004, the High/Scope Educational Research Foundation released the latest results of its study of students from the Perry Preschool in Ypsilanti, Michigan, showing that, 40 years later, those students continue to demonstrate gains that earlier evaluations had documented: they have higher earnings, they are more likely to be employed, they have committed fewer crimes, and they are more likely to have graduated from high school. The latest study also documented a return to society of more than \$17 for every tax dollar invested in the preschool program.
- Focusing on programs for children in poverty, the Economic Policy Institute has found a benefit-cost ratio of greater than three to one and “solid evidence” of better academic performance, reduced need for remedial and special education, decreased rates of criminal conduct, reduced welfare costs, and higher adult earnings than those of non-participating children. This study further indicates that, over a 25-year period, providing a high-quality preschool program for all of the nation’s three- and four-year-old children living in poverty would produce budget benefits of \$31.0 billion over program costs. Other benefits, this study suggests, would include increasing the gross domestic product, reducing poverty, and strengthening the nation’s global competitiveness.
- “Developmental Education: The Value of High Quality Preschool Investments as Economic Tools,” a report by the Committee for Economic Development (CED), argues that building strong preschool programs is a better way to boost the economy and create jobs than more traditional methods, like tax breaks to attract major companies to locate in communities.
- “The Productivity Argument for Investing in Young Children,” a working paper by the CED’s Invest in Kids Working Group, says that, on productivity grounds alone, investing in young children from disadvantaged environments seems to make sound business sense, largely because enriched early childhood programs are the least expensive and most effective way of reducing crime. This paper also estimates that providing such a program to all children under five currently living in poverty in the United States would yield over \$102.0 billion in benefits to the participants and more than \$409.0 billion in benefits to the public, although the paper does not specify the time period.

- Finally, two recent reports—*Para nuestros niños: Expanding and Improving Early Education for Hispanics* (National Task Force on Early Childhood Education for Hispanics, March 2007) and *Pre-K and Latinos: The Foundation for America's Future* (Pre-K Now, July 2006)—examine the available research on the impact of high quality pre-kindergarten programs on the achievement of Hispanic children. Both come to the conclusion that making high-quality, culturally and linguistically appropriate pre-kindergarten programs easily available to Hispanic children is crucial in closing the achievement gap.
- The Pre-K Now report cites a study done in 2005 of the universal pre-kindergarten program in Tulsa, Oklahoma. This study, done by researchers from Georgetown University, uses regression discontinuity design based on a strict birthday cutoff (just as NIEER does) to analyze student progress. Hispanic, African-American, and Native American children were all represented in the sample, as were students who did and did not qualify for the federal free and reduced-fee lunch program. The researchers found that all students benefited from pre-kindergarten, no matter what their socio-economic status or ethnic background.

Policy Options

With the expiration of the temporary clause in the *Pre-Kindergarten Act* requiring that all state appropriations for New Mexico PreK be evenly divided between PED and CYFD, the committee may wish to consider the development of a pre-kindergarten funding mechanism that would flow additional dollars to programs most in need regardless of the department granting program approval.

In order to make the best possible decisions regarding the future of New Mexico PreK, the committee may wish to require that future external program evaluations disaggregate the achievement data so that programs approved by PED and programs approved by CYFD can be compared and contrasted in terms of their impact upon student achievement.

At a preliminary meeting with staff from the LESC, the Legislative Finance Committee, the Office of the Governor, PED, DFA, and OEA, Dr. Hustedt explained that the researchers had had some difficulty tracking students from their pre-kindergarten programs to their chosen kindergartens. Given that apparent difficulty, the committee may wish to require that the relevant data associated with all New Mexico PreK programs be moved into the Student Teacher Accountability Reporting System (STARS) so that they are more readily accessible.

Presenter

Dr. Hustedt will present *Effects of the New Mexico PreK Initiative on Children's School Readiness: Results from 2006-2007*, the second of the institute's evaluation reports regarding New Mexico's voluntary pre-kindergarten program.

PUBLIC EDUCATION DEPARTMENT AND CHILDREN, YOUTH AND FAMILIES DEPARTMENT FY 08 APPROVED NEW MEXICO PREK FUNDING

ATTACHMENT

District/Contractor	Site(s)	Number of Children Funded	Program Services Amount Funded	Start Up & Safety Amount Funded	Transportation Amount Funded	Total Amount All Funding
PED APPROVED PROGRAMS						
Albuquerque Public Schools	8 sites	275	\$746,611	\$96,500	\$0	\$843,111
	Armijo Elementary - Rio Grande Cluster	36				
	Los Padillas Elementary - Rio Grande Cluster	18				
	Pajarito Elementary - Rio Grande Cluster	40				
	Valle Vista Elementary - Rio Grande Cluster	36				
	E. Gonzales Elementary - West Mesa Cluster	72				
	Eugene Field Elementary - ABQ Cluster	36				
	Hawthorne Elementary - Highland Cluster	12				
	North Valley Academy Charter - Valley Cluster	25				
Bernillo Public Schools	3 sites	90	\$244,345	\$40,000	\$35,000	\$319,345
	Algodones Elementary	20				
	Cochiti Elementary	20				
	Roosevelt Elementary	50				
Central Consolidated Schools	7 sites	230	\$624,438	\$30,000	\$65,000	\$719,438
	Kirland Early Childhood Center	32				
	Naschitti Elementary	8				
	Natanni Nez Elementary	32				
	Newcomb Elementary	32				
	Nizhoni Elementary	62				
	Ojo Amarillo Elementary	32				
	Ruth N. Bond Elementary	32				
Chama Valley Independent Schools	Chama Elementary	14	\$38,010	\$4,500	\$7,000	\$49,510
			\$43,439	\$0	\$0	\$43,439
Cuba Independent Schools	4 sites	380	\$1,031,681	\$45,000	\$30,000	\$1,106,681
	On Track PreK Central-Anthony	70				
	On Track PreK East- Chaparral	80				
	On Track PreK North-La Mesa	70				
	On Track PreK South-Sunland Park	160				
Gallup McKinley County Schools	7 sites	211	\$572,854	\$25,000	\$35,000	\$632,854
	Navajo Elementary	32				
	Rocky View Elementary	30				
	Tohatchi Elementary	18				
	Washington Elementary	16				
	Church Rock Academy Charter Elementary	35				
	Juan De Onate Elementary	40				
	Chee Dodge Elementary	40				
* Grants/Cibola County Schools	6 sites	80	\$217,196	\$65,000	\$0	\$282,196
	Bluewater Elementary	7				
	Cubero Elementary	6				
	Mesa View Elementary	20				
	Milan Elementary	20				
	Mount Taylor Elementary	20				
	San Rafael Elementary	7				

PUBLIC EDUCATION DEPARTMENT AND CHILDREN, YOUTH AND FAMILIES DEPARTMENT FY 08 APPROVED NEW MEXICO PREK FUNDING

District/Contractor	Site(s)	Number of Children Funded	Program Services Amount Funded	Start Up & Safety Amount Funded	Transportation Amount Funded	Total Amount All Funding
Jemez Valley Public Schools	Jemez Valley Elementary	18	\$48,869	\$15,000	\$10,000	\$73,869
* Logan Municipal Schools	Logan Elementary	16	\$43,439	\$0	\$0	\$43,439
Los Lunas Public Schools	Tomé Elementary	20	\$54,299	\$10,000	\$28,800	\$93,099
Magdalena Municipal Schools	Magdalena Elementary	18	\$48,869	\$0	\$15,000	\$63,869
* Mesa Vista Consolidated Schools	2 sites El Rito Elementary Ojo Caliente Elementary	20 10 10	\$54,299	\$30,000	\$10,000	\$94,299
* Regional Education Cooperative #7 (REC #7)	4 Districts - 4 Sites Tatum-Tatum Elementary Eunice - Melfie Jordan Elementary Jal - Jal Elementary Hobbs - Booker T. Washington Elementary Shining Stars Preschool Parkview Early Learning Center	123 10 20 13 80 62 72	\$333,938	\$15,000	\$0	\$348,938
Rio Rancho Public Schools	San Jon Elementary	6	\$168,326	\$30,000	\$35,000	\$233,326
Roswell Independent Schools	Turquoise Trail Charter Elementary	24	\$65,158	\$15,000	\$0	\$80,158
Santa Fe Public Schools	Edward E. Torres Learning Center	30	\$81,449	\$5,000	\$0	\$86,449
Socorro Consolidated Schools	2 sites Alrey Elementary T or C Elementary	36 18 18	\$97,738	\$25,000	\$10,000	\$132,738
Truth or Consequences Municipal Schools	2 Sites Don Cecilio Martinez Elementary - MLV PreK Valley Elementary	30 20 10	\$81,448	\$14,000	\$0	\$95,448
* West Las Vegas Public Schools	Ashwli Elementary	15	\$40,724	\$13,000	\$0	\$53,724
Zuni Public Schools						
FY08 PED PreK Funding Totals:	57	1,786	\$4,848,895	\$500,000	\$280,800	\$5,629,695

CYFD APPROVED PROGRAMS						
Albuquerque Preschool Coop	Albuquerque	16	\$43,439	\$5,000	\$0	\$48,439
Anasli Day School	Taos	12	\$32,579	\$11,667	\$0	\$44,246
Apple Tree Education Center	T or C	30	\$81,449	\$6,000	\$0	\$87,449
*Carinos Child Development Ctr.	Questa	11	\$59,729	\$15,000	\$0	\$74,729
*Carinos Child Development Ctr.	Questa Elementary	11				
The Children's Garden 2	Las Cruces-Court Center	40	\$380,093	\$30,000	\$0	\$410,093
The Children's Garden 3	Las Cruces-Valley Center	40				
The Children's Garden 4	Las Cruces-Missouri Center	20				
*The Children's Garden 5	Las Cruces-Northrise Center	40				
City of Albuquerque	Barelas	20	\$488,691	\$30,000	\$0	\$518,691
City of Albuquerque	Emerson	20				
City of Albuquerque	Hawthorne	20				
City of Albuquerque	Alamosa	20				
City of Albuquerque	Los Volcanos	20				
*City of Albuquerque	Governor Bent	20				
*City of Albuquerque	Duranes	20				
City of Albuquerque	Carlos Rey	20				
City of Albuquerque	Manzano Mesa	20				

PUBLIC EDUCATION DEPARTMENT AND CHILDREN, YOUTH AND FAMILIES DEPARTMENT FY 08 APPROVED NEW MEXICO PREK FUNDING

District/Contractor	Site(s)	Number of Children Funded	Program Services Amount Funded	Start Up & Safety Amount Funded	Transportation Amount Funded	Total Amount All Funding
*CHINS-Full House	Alamogordo	50	\$135,748	\$4,008	\$8,456	\$148,212
Discovery 1	Las Cruces-Walnut Center	10	\$108,598	\$8,000	\$0	\$116,598
Discovery 2	Las Cruces-Del Rey Center	20				
Discovery 3	Las Cruces-Fairney Center	10				
*Eastern Plains CAP	Santa Rosa	20	\$54,299	\$11,465	\$0	\$65,764
*El Centro de los Ninos	Tierra Amarilla	8	\$21,720	\$0	\$0	\$21,720
Family Learning Center	Espanola	20	\$54,299	\$0	\$0	\$54,299
*Five Systems/Trio School	Espanola	22	\$59,729	\$13,000	\$0	\$72,729
*Generations of Learning	Roswell	20	\$54,299	\$13,000	\$0	\$67,299
*A Gold Star Academy	Farmington	20	\$54,299	\$0	\$0	\$54,299
*HELP NM	Tularosa	19	\$665,163	\$42,000	\$0	\$707,163
HELP NM	Columbus Elementary	18				
HELP NM	Deming Head Start	51				
HELP NM	Deming Rainbow Head Start	37				
HELP NM	Lordsburg	20				
*HELP NM	Chaparral-Sunrise Elementary	40				
HELP NM	Chaparral	20				
HELP NM	Alamogordo	20				
*HELP NM	La Luz	20				
Jardin de los Ninos	Las Cruces	16	\$43,439	\$8,000	\$0	\$51,439
*Karrusal Preschool	Alamogordo	60	\$162,897	\$14,951	\$0	\$177,848
La Petite Academy	Albuquerque	20	\$54,299	\$14,000	\$0	\$68,299
Las Cumbres	Espanola	10	\$27,150	\$8,000	\$8,207	\$43,357
Little Learners	Las Lunas	60	\$162,897	\$8,000	\$19,708	\$190,605
Mescalero Apache School	Mescalero	32	\$86,878	\$0	\$0	\$86,878
Mid West CAP	Grants	40	\$298,645	\$15,000	\$61,089	\$374,734
Mid West CAP	Socorro	20				
*Mid West CAP	Tome/Adelino	30				
Mid West CAP	Gallup	20				
New Mexico Highlands Univ.	Las Vegas	16	\$43,439	\$0	\$0	\$43,439
*NMSU Roadrunner Preschool	Las Cruces	12	\$32,579	\$14,000	\$0	\$46,579
*Noah's Ark	Albuquerque-Central Center	10	\$81,449	\$15,000	\$0	\$96,449
*Noah's Ark	Albuquerque-Foothills Center	20				
Presbyterian Med. Svcs.	Nambe	20	\$146,607	\$15,000	\$0	\$161,607
Presbyterian Med. Svcs.	Farmington	34				
Rocking Horse Daycare	Carizozo	12	\$32,579	\$8,000	\$8,328	\$48,907
Ruidoso River Raccoons	Ruidoso	10	\$27,150	\$6,000	\$0	\$33,150
*Southwest Child Care	Albuquerque-Wyoming Center	20	\$162,897	\$45,000	\$0	\$207,897
*Southwest Child Care	Albuquerque-Lomas Center	20				
*Southwest Child Care	Albuquerque-Texas Center	20				
St. Marks in the Valley	Albuquerque-St. Marks	20	\$108,598	\$15,000	\$0	\$123,598
*St. Marks in the Valley	Albuquerque-A Child's Garden	20				
*United Way of Santa Fe County	Santa Fe-Agua Fria Elementary	32	\$86,878	\$0	\$0	\$86,878
UNM Children's Campus	Albuquerque-UNM	92	\$249,775	\$15,000	\$0	\$264,775
UNM Valencia Campus	Los Lunas/Torne	40	\$108,598	\$6,000	\$0	\$114,598

PUBLIC EDUCATION DEPARTMENT AND CHILDREN, YOUTH AND FAMILIES DEPARTMENT FY 08 APPROVED NEW MEXICO PREK FUNDING

District/Contractor	Site(s)	Number of Children Funded	Program Services Amount Funded	Start Up & Safety Amount Funded	Transportation Amount Funded	Total Amount All Funding
Watch Me Grow	Belen	40	\$108,598	\$8,000	\$0	\$116,598
Wright Choice Learning Ctr.	Belen	20	\$54,299	\$6,000	\$18,745	\$79,044
*YDI	Espanola	15	\$464,256	\$89,909	\$156,267	\$710,432
*YDI	Albuquerque-Kirtland Elementary	20				
*YDI	Albuquerque-Mary Ann Binford Elem.	20				
*YDI	Albuquerque-Reginald Chavez Elem	20				
*YDI	Ranchos de Taos	16				
YDI	Albuquerque-South Valley	40				
YDI	Albuquerque-Pedro Baca	20				
*YDI	Albuquerque-La Promesa	20				
FY08 CYFD PreK Funding Totals:	73	1,782	\$4,838,041	\$500,000	\$280,800	\$5,618,841

GRAND TOTAL		3,568	\$9,686,936	\$1,000,000	\$561,600	\$11,248,536
* New Sites for FY08						

Available Program Funding Per Agency:
 \$4,849,366 - (Prog. Services + Learning Materials)
 \$500,000 - Start Up and Safety
 \$280,800 - Transportation
\$5,630,166 Total Available Funding Per Agency

Per Child Formula:
 \$2,624.95 - Program Services
 \$90.00 - Learning Materials
\$2,714.95 - Total Per Child